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In this issue....

- the second of two articles on letter writing.
- descriptions in depth of two OTR courses.
- a couple of provocative essays, one on some of the problems caused by the explosion of knowledge, another on the divergence of action from knowledge, or is it the other way around?
- the usual directories, schedules of courses, and news about internal and external training.

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Contents

1	Bulletin Board
6	To Know and To Do
9	The Russians' Homebase
11	Better Letters
15	Today's Knowledge Is Too Much
17	Americans Abroad Orientation
20	Non-Agency Training
24	OTR Calendar
28	Directory of Training Officers
30	OTR Directory

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BULLETIN BOARD

ATTENTION
TRAINING
OFFICERS

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Enrollment in the 11-22 May Introduction to Intelligence and the 25 May-5 June Introduction to Communism will be limited to 35. As usual, the courses will be at Broyhill.

Hearty thanks to the many Training Officers who give the Admissions and Information Branch complete information on the Form 73--especially the detail in item 8.

AGENCY
TRAINING
RECORD

Training Officers have copies of that section of the Agency Training Record which contains information on people assigned to their Office. At this time we cannot guarantee that all of the information is fully accurate.

AIB is in the process of proofreading each entry and preparing corrected information for inclusion in the June issue of the Record.

Will you kindly let us hear of inaccuracies that you identify. Call [REDACTED] for advice on the method of informing this office of the inaccuracies you discover. The extension is 2365.

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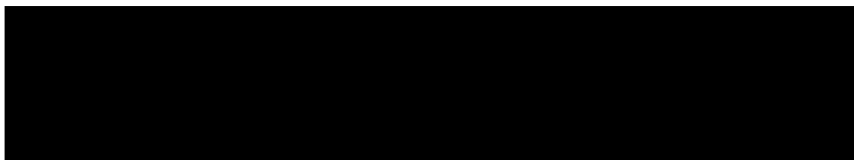
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MANAGEMENT

The annual Senior Management Seminar for GS-15's and above will be held from 17 to 22 May at [REDACTED] Dr.

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NEW
PREREQUISITE
FOR
CI FAM
COURSE

CI Staff approval is a prerequisite for admission to OTR's CI Operations course. Recently, this same approval was established as a prerequisite for the CI Familiarization. Training Officers whose people are applying for either of these courses should continue to send the Form 73 to AIB/RS/TR through DDP/TRO, 3C-29, who will arrange for CI Staff approval.

READING
COURSE
IN
MALAGASY

The Office of Training is planning to start a reading course in Malagasy sometime in mid-May. This is one of the first courses in Malagasy among Government agencies.

It is expected that the course will run from six to nine months, about three hours a day, two days a week. The goal is to make people translators. Applicants should have some knowledge of French. This is desirable since French is quite often interspersed with Malagasy and since many of the source books are in French.

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[REDACTED] of the Language and Area School will give the course at Arlington Towers. Training Officers are asked to send Forms 73 on applicants to AIB as soon as possible so that the LAS can determine the degree of interest and can prepare for the course accordingly.

HEBREW
FAMILIARIZATION
COURSE

About mid-May the Language and Area School of OTR is going to give a thirty-hour familiarization course in Hebrew. The instruction will also include Yiddish familiarization.

The intent of the course is to teach students the alphabet, standard transliteration, some grammar, the use of the dictionary, and cues to reading dates, places, and titles.

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[REDACTED] is the OTR instructor for the course. His present plans are to have a two-three hour class once

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a week for ten-fifteen weeks. Form 73 is to be used to apply and should be processed, as usual, thru AIB/RS.

MIDCAREER COURSE The opening date of the third Midcareer Course has been postponed one week to 20 April. Tentative dates for the next three courses are: 14 September to 23 October; 11 January to 19 February 1965; and 3 May to 11 June 1965.

TESTING (PETB) On page 3 of the January-February BULLETIN it is stated that the Professional Employees Test Battery is given every Friday. This is no longer true. This test is given on the first Friday of each month at 0900 in Room 441 Broyhill Building. Call extension 3322 to make arrangements for the test.

OTR SCHEDULES Watch the OTR Calendar in the May issue of the BULLETIN. We hope at that time to be able to give the schedules of OTR courses at least through the end of 1964.

LANGUAGE LAB Hours at the OTR Language Lab in the Headquarters Building (Room 1D-1605) are from 7 in the morning to 7 at night, Mondays through Fridays.

REVISIONS IN CLERICAL REFRESHER PROGRAM Effective 23 March:
eight weeks, or a total of two runnings of a shorthand or a typewriting course, will be the maximum clerical training time permitted in one twelve-month period, the review of shorthand theory has been dropped from the program and,
trainees must be able to take shorthand at a minimum of 60 words a minute for admittance into the Intermediate Shorthand Dictation class, and at 70 words per minute for admittance into the Advanced Shorthand Dictation class.

Reference: Special Bulletin 4-64.

CLERICAL SKILLS PRETEST

Purpose : To determine level of Shorthand or Typing course for which individual is qualified.

Place : Room 2103 Washington Building Annex, Arlington Towers.

Time : 0920 hours.

Register: Training Officers call Clerical Training extension 2100.

Dates : for the 27 April - 22 May course:
22 April--typewriting pretest
23 April--SHORTHAND pretest

for the 1-26 June course:
27 May--typewriting pretest
28 May--SHORTHAND pretest

for the 6-31 July course:
1 July--typewriting pretest
2 July--SHORTHAND pretest

for the 10 August-4 September course:
5 August--typewriting pretest
6 August--SHORTHAND pretest

CLERICAL SKILLS QUALIFICATIONS TESTS

Purpose : To qualify individuals as Agency stenographers.

Place : Room 2103 Washington Building Annex, Arlington Towers.

Time : Announced at registration for test.

Register: Training Officers call Clerical Training, extension 2100.

Dates :

<u>Typewriting</u>	<u>SHORTHAND</u>
20 April	21 April
11 May	12 May
25 May	26 May
15 June	16 June
29 June	30 June
20 July	21 July
3 August	4 August
24 August	25 August

SOVIET A translation of the text of ATLAS SSSR (ATLAS OF THE
ATLAS USSR), originally produced by JPRS, has been revised by
OTR's Intelligence Production Faculty. ATLAS SSSR was
published in the Soviet Union in 1962. It was adopted for
use in the OTR course, Geography of the USSR, and has
been used in several runnings of the course. The 147
plates of the atlas are divided into three categories: lo-
cational maps, maps of natural phenomena and resources,
and maps of economic activities in the several economic
regions. A gazetteer gives about 25,000 place names
keyed to the locational maps.

Copies of the revised translation of the atlas text may be
obtained by calling a member of the Intelligence Produc-
tion Faculty on extension 2452. Loan copies of the atlas
itself can be obtained from the ORR Map Library, exten-
sion 2006.

TO KNOW // AND TO DO

Look at the general disorder of our time. Isn't the human crisis first, last, and always a moral crisis and not an intellectual crisis at all? When most men have less than a hundred dollars a year and the per capita expenditure on war in "peace-time" is forty, what is there that intelligence can tell us? When the most knowledgeable (and therefore the richest) societies, with the longest history of civilized institutions, lead the world in suicide, insanity, alcoholism, divorce, crime, and delinquency, what is it that they need to know?

Our sovereign faith in education leads us to look to the schools for the solutions to our universal crisis. But our crisis is moral.

Morality is action, and we know that action and knowledge are wholly separable in, for instance, mathematics. And the separability appears in practitioners of all the other disciplines besides--in the logician whose personal life is eccentric, in the gluttonous physiologist, in the physicist who rounds a sharp curve at 80 mph. "We imagined," said G. A. Borgese of Italian Fascism, "that the universities would be the last to surrender. They were the first."

Mankind requires a moral purpose (or the color of one) in the institutions it supports, including war. There are no honest apostles of wickedness. Goodness alone is the bond of men, and unless knowledge can be shown to have a causal (or at least predisponent) connection with it, the best education is only an amenity. But our faith and our fathers' that education would disclose it turns out to be sterile.

I am told that the modern world, with all its complexity, requires more learning of me than my forebears had. Not in my case; I recall none of the crises of my life that I might have met better had I known more. But a little of my greatgrandfather's incorruptibility might have come in handy; I have lied as a matter of course and cheated and stolen when I "had to." I have jettisoned principle when the wind howled and thanked

God that I am as other men are. And on the occasions of unavoidable moral choice I have mobilized my reasons for doing bad things and emerged as a trimmer whose object all sublime is to get on in the modern world of A. D. or B. C. 1964.

I am told that the fortunate form of government under which I live requires a great deal of knowledge of me as a citizen. I am told that I have to have more technological knowledge than my father, who didn't have an automatic transmission. Why isn't just the opposite true? The neighborhood crawls with automatic transmission men.

Some of the designers of the atomic bomb pleaded secretly with Mr. Truman that it not be used, and some of them entrenched themselves behind the admirable scientific attitude of suspended judgment. (Mr. Truman may have envied them their trench.) Apparently a scientific lifetime does not help a man to decide whether or not to explode an atomic bomb. And in the summer of 1963 the nation's lawyers decided to straddle the civil rights issue as the only possible compromise between the Northern and Southern delegates to the American Bar Association. How learned must I be to know what to do about the atom bomb and civil rights?

A man lies bleeding by the road. Shall I use my automatic transmission to stop my car? The priest and the Levite were graduates of the Harvard Medical School, as the Samaritan was not. He misplaced the tourniquet. Too bad; but he was the only hope of him who had fallen among thieves.

We are asked if we mean to dispense with natural science. We reply: only with as much of it as we absolutely have to. Natural science, unlike moral science, never did claim to be able to make men good. It teaches what it knows can be taught and delivers the goods--the goods that enable us in peace to live longer and less laboriously and in war to fight longer and more effectively. It doesn't try to tell us what to live or fight for, or whether labor is bad for us or longevity good. These are the "insoluble" problems.

Of course, it is nice to know that the earth goes round the sun, that man and a candle flame both metabolize, and that the angle of reflection is equal to the angle of incidence. It is nicer to know these things than to have to depend on those who do. But the competence I want and for which I cannot depend on another is moral competence, and I can not get it from science.

Shall we then put a little more of our time into, say, esthetics? Or the liberal arts? The trouble with the arts--music no less than medicine--is that a man may be both an artist and a swine.

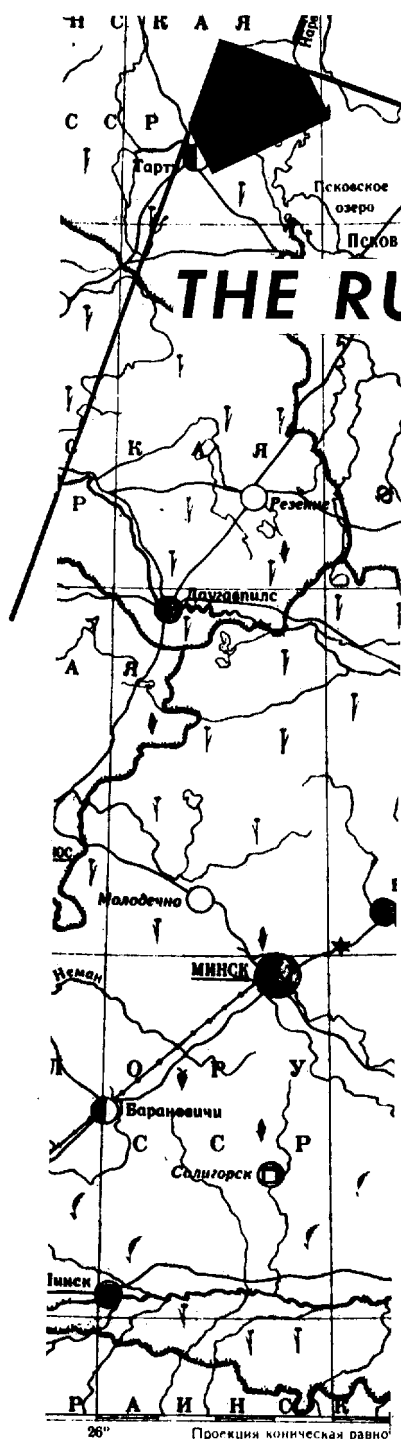
What is left, then, that may be taught to some possible moral advantage? What is left are, preeminently, the true humanities, the disciplines that deal with man as man: ethics, politics, psychology, sociology, social anthropology, history, natural theology, and the principles of metaphysics, jurisprudence, and economics. These are the studies, and they alone, that speak to the human crisis. What makes us think they will be heard? The answer must be our precarious faith that there may be a kind of post-nasal drip by which some of what goes into the head will find its way to the heart.

In this faith a studied acquaintance with man's moral struggle may commend itself to our crisis curriculum in several ways. It may urge sensitivity upon our student and intensify such sensitivity as he already has. It may sharpen his ability (though he may not be any better for it himself) to tell a good man from a bad man. It may somehow, as Plato suggested, "anchor" the good man's goodness. Finally, his intercourse with the goodness and badness of men living and dead may exemplarily endear the one and dishearten the other to him.

We know what goodness is, and we always have; Machiavelli knew, and Moses. But we do not know how to make men good. It is going on two-and-a-half millenia since the first discussion of education opened with the question, "Can you tell me, Socrates, whether virtue is acquired by teaching or by practice... or in some other way?" Perhaps the question is not to be answered; in which case we may concentrate on a succession (better yet, a continuum) of gaieties in contented conscience. But perhaps another two-and-a-half millenia of unrelenting inquiry will produce the answer; all the more reason for getting started at once.

Based on an essay by Milton Mayer in the book HUMANISTIC EDUCATION AND WESTERN CIVILIZATION (February 1964).

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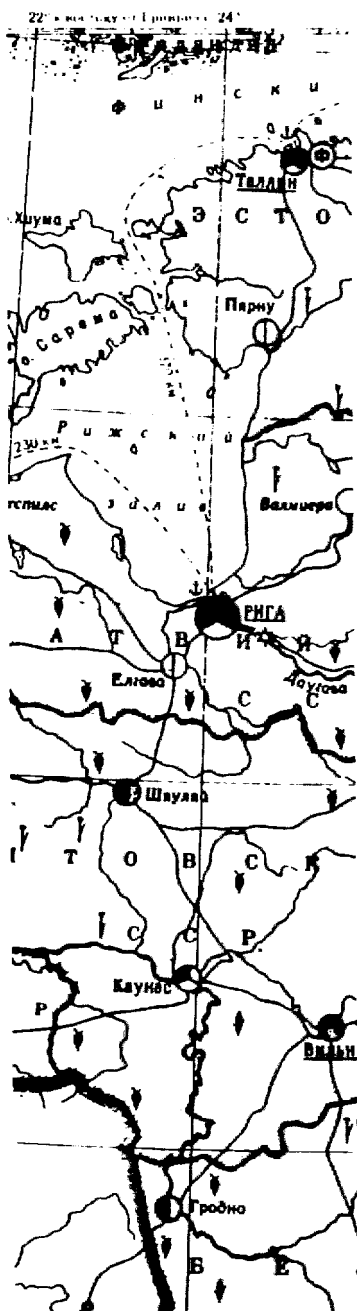
THE RUSSIANS' HOMEBASE

Atoms fizz or fuse and leaders decide and armies march and wheat ripens and factories mold truck tires and propagandists plot their deceptions in places... definite, describable locations, in environments of topography, climate, vegetation, water supply, rail and road networks, and population patterns which have each an impact on all activities in the environment. Hence geography's significance to the analyst, the operations officer, the translator, the planner, to the policy makers and all those who support them.

Knowledge of a region's geography helps a parachutist decide what to stow in his survival pack and an analyst to conclude whether the landforms of an area are suitable for the rumored hard rocket site. Awareness of rainfall and temperature patterns, groundwater levels and prevailing winds plays a major part in the prediction of a food crop in a denied area. Geographic information makes the site of a mass demonstration or of a guerrilla action more than just a name or a pair of coordinates. And often, very often, knowledge of geography makes it possible to weave the most diverse intelligence facts into a pattern which for the first time makes sense.

This preliminary palaver leads up to a reminder that OTR offers a course on the geography of the USSR. This is a fairly intensive and complete course. Its six-week length limits its coverage to the more general geographic facts, of course, and its aim is precisely to provide a geographic background for an Agency employee's

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present or future more specialized knowledge of the Soviet Union. But the course will at least make it possible for our parachutist to decide between a hot water bottle and shark repellent and it will prevent that analyst from wasting his time looking for bananas along the upper Yenisei.

The course opens with sufficient training in the transliteration of the Cyrillic alphabet to enable the student to use Russian maps. It goes on to a systematic or topical treatment of Russian geography to provide a country-wide view of some of the principal physical and cultural aspects of the USSR, and more detailed study of the geography of each of the regions of the country. Both the overall and the regional geographies are then related to the main outlines of Soviet military geography.

Some classes cover the material of a conventional college course; others include classified intelligence. Both classified and unclassified maps, ground and aerial photos, and films make possible a visual image of each region. Readings are from both classified and unclassified sources. Problems and exercises bring out important aspects of geography and the particular skills needed to develop a geographical interpretation. No oral reports or term papers are required. Examinations are given weekly and there is a final exam.

The course lasts six weeks, three hours daily, the equivalent of a four-credit-hour college course.

The next Geography in the USSR course is scheduled from 20 April to 29 May. (It was previously scheduled from 20 April to 1 May, but has been postponed.) Get application forms from your Training Officer.

MORE, AS PROMISED, ON

BETTER LETTERS

In the last issue of the BULLETIN we listed four qualities of a good letter (or report)--sincerity, shortness, simplicity, and strength--with clarity the aim of all. We hit sincerity and shortness pretty hard and then urged you to make your letters simple by knowing your subject before writing about it and by shortening words, sentences, and paragraphs. Another step toward simplicity is to keep your sentences, whether long or short, compact.

The "uncompact" sentence, for one thing, misplaces modifiers. In English, the relation between word order and meaning is fundamental. An awkward or illogical placing of any sentence element can obscure or alter the meaning. Principal offenders are modifiers whether adjectives, adverbs, clauses, or phrases.

He bought a horse from a stranger with a lame hind leg.

Well, maybe he did. But this same writer may be the one who wrote

The list of essential occupations does not include workers engaged in the extermination of rodents and predatory animals except those in government service.

The enclosed booklet explains what the family should do when the worker dies to collect insurance.

Shall we adopt a rule? Here's a good one. Make sure that all modifiers refer clearly to the words they modify.

Another sinner against simplicity is the sentence which tries to say too much. Like this:

The heroine thought the hero was a gambler, but he was really a government agent who was investigating the income tax frauds of gamblers who concealed the larger part of their winnings which they took in violation of laws of the state which would arrest them if they made their activity public, which is why she wouldn't marry him.

Another rule: Rethink and recast sentences whose meaning is obscure or illogical. Like these:

Her eyes were not set too far apart or too close together, and the two together, apart from her face, were beautiful.

I have always thought that the present time was a rather unhappy time because there are always worries, but as the time went on I looked back at these times as the only happy times.

Help make your sentences simple (and clear) by keeping the main verb near its subject and object.

Applications from handicapped persons in the nearby cities were also accepted.

This reads better:

Applications were also accepted from handicapped persons in the nearby cities.

Avoid faulty reference of pronouns; make clear to your reader the word for which the pronoun stands.

The supervisor told the revenue agent that his post of duty was being changed. (Whose post?)

Our job was to remove the old labels from the bottles and wash them. (Which?)

The President appointed Senator Brown chairman of the new committee because he was interested in the committee's work. (Who was interested?)

To remove the ambiguities in these sentences you can change from indirect to direct statement, repeat the antecedent, move the pronoun closer to the antecedent, or use some other method. The sentences certainly should not be allowed to stand as they are.

And frequently you can simplify a sentence just by shortening it, by changing a clause to a phrase or a phrase to a single word.

Mr. Harris, who is the attorney for the defendant, said he would appeal.

Mr. Harris, the defendant's attorney, said he would appeal.

The delay in answering your letter, which is to be regretted, was not because of our lack of interest.

The regrettable delay in answering your letter was not caused by our lack of interest.

Easy-to-read sentences do not make an easy-to-read paragraph unless the sentences are well connected. These connections may be "echo words," words repeated from the preceding sentence, or pronouns that stand for a word in the last sentence. Or they may be adverbs or conjunctions which prepare the reader for a new turn of thought, such as however, therefore, next, moreover, afterwards, nevertheless. Correct use of connectives will prevent the reader from getting lost.

STRENGTH. This is not really a matter of correct grammar. An abstract word may be as correct as a more concrete one, the passive voice is as grammatical as the active. But the abstract and the passive are seldom as effective or as satisfying as the active and concrete. Which would you choose between the following two paragraphs?

He expressed the opinion that the amount expended on the construction project appears to compare favorably with similar undertakings. He further stated that it is his opinion that provisions for the workers and facilities for safeguarding health were better than is normally the case in similar projects. It is indicated in his report that instances of disease are infrequent, and there is no evidence that intoxicating beverages are allowed in the immediate construction area. The hospitals seem to be efficiently managed.

He tells me that no private concern could have built our Alaskan road for less money; that he has never seen railroad camps where the food was as good and where such care was taken of the men's health. They have had no smallpox and but one case of typhoid fever. No liquor is allowed on the road. Our hospitals are well run.

Aside from the desirable shortness of the second paragraph, aren't the concrete, specific words used there more effective, don't they give you a better picture of the conditions described? Of course, abstract words can't be dropped from the language. We need them to name qualities, conditions, actions, relations, to express ideas, opinions, generalizations. But writers frequently use them when concrete nouns, or adjectives, or verbs would be more forceful. Why say "I am of the opinion" when "I believe" or "I think" is stronger? Why use "personnel" when you can be specific?

Similarly, the passive voice is not always weak or ineffective. We need it, we use it. But we can strengthen our letters (and usually shorten our sentences) by using fewer passive verbs and more active ones. Take that famous old saying, "No moss is gathered by a rolling stone." Can you improve on it? Sure you can. And you can see that "Mr. Jones was at the meeting" is better than "The meeting was attended by Mr. Jones." Why better? Because active verbs give a stronger, sharper tone to your writing, are more emphatic. The passive voice tends to hide the doer of the action, create a monotonous tone, and make your ideas appear dull and lifeless.

Don't hedge. At least not habitually. Hedging may sometimes be legitimate and even necessary, but many letter writers get into the habit of using, for no good reason, such expressions as apparently, normally, ordinarily, it appears, seems to indicate, and others. If you really need the loophole, go ahead and hedge. But you can't write a strong timid letter.

Avoid trite expressions, words worn out by constant use. Most of today's cliches, when first coined, were creative and striking, and the fact that they were so widely adopted demonstrates their aptness and value. Some are still usable, even unavoidable. But surely we can substitute for such as "the finer things of life," "skating on thin ice," "baptism of fire," "add insult to injury." Expressive these are (or were), and many others like them; but if we rely too frequently on what are now shabby and hackneyed phrases we ruin our writing and even risk being labeled trite thinkers.

TO SUMMARIZE. How do you go about writing better letters (or reports) without slowing down the mail while you learn?

First, review critically the letters you write.

Apply the 4-S formula. Think the letter out beforehand--how you can make it sincere, short, simple, and strong.

Do some editing on the carbon copies of letters you have already mailed. . . . for a better letter next time.

Don't try to write up to or down to the supposed level of your reader's understanding; just write the simplest, most straightaway English you can.

Read the letters that come your way for more than their content. Learn from the good and the bad.

Achieve an easy and sure knowledge of the subjects you write about.



Today's knowledge is too much for today's students. The expansion of knowledge has not been accompanied by a parallel expansion of the minds that have to cope with it.

The body of information available in this decade is both massive and extraordinary. The accumulated writings of centuries have been classified, translated, catalogued, and printed in mammoth quantities. And converging on this pile in rushing streams are revelations of forces and of dimensions unprecedented and unpredicted.

From this bewildering array, some of the most significant and profound facts are selected for absorption into the mind of the hapless student--into a mind that has not been sufficiently expanded to receive such content. Consider for a moment a student whose mind is usually occupied with such comprehensibles as basketball, dating, and driving a car. We inform him that the planet under his feet weighs six thousand quintillion tons. We hope that as he tramps thoughtfully across the lawn, he will marvel at the firmness of its foundation. We shift his attention to the sky and explain that he's peering through 93,000,000 miles of space at a sun whose rumbling fires contain 330,000 times as much matter as does the earth. And then he is reminded that, at night, after his planet has rolled around until he can no longer see the sun that sustains it, he is looking out at galaxies of other suns, that the bright swarm extends far beyond his range of vision, and that the solar systems in it number over a hundred thousand million billions.

On another occasion, we ask him to examine the Constitution of the United States--in the light of appropriate printed material now available. We hand him not the text but a stapled reference list along with copies of the New York TIMES, of TIME magazine and of NEWSWEEK, all containing articles on current events relevant to the Constitution, such as Supreme Court decisions and the debates on reapportionment. The boy, whose father had studied the Constitution with a single textbook supplying the amplification, finds himself in a blizzard of information and commentaries.

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This typifies the unique position of today's high school student--confronted with, in the first instance, the results of modern scientific investigation, and, in the second, the results of modern recording and classification of information. The contact is a brush with richness; if he's a good student, he'll benefit from the experience. He'll acquire some facts and a degree of understanding. The question is: Will he be able to sense the grandeur either of the stars or of the Constitution?

Kenneth M. Scollon, "Why Art in Education?" SR 15 Feb. 64.

U. S. Office of Education figures show that U. S. public elementary and secondary school enrollment in the fall of 1963 was 40.2 million. Secondary school enrollments (14.4 million) were up 6.8 percent over 1962; elementary schools enrolled 25.8 million, up 2.2 percent over 1962.

Cost per pupil in average daily attendance in the nation's public schools is estimated at \$455 for 1963-64, according to National Education Association figures. This is \$22 higher than last year.

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NON-AGENCY TRAINING

ADP ORIENTATION

The Civil Service Commission will offer an ADP Orientation 4-8 May at the CSC Auditorium. This program provides Federal employees a practical introduction to automatic data processing--the computer, its uses, preparatory work essential to its successful application, its effects on people and organizations, and on our culture and society. Open to GS-9s and above who are in the management field or programs.

COMPUTER POTENTIAL

A Symposium on Computer Augmentation of Human Reasoning, cosponsored by the Information Systems Branch, Office of Naval Research, and the TRW Computer Division, will be held 16 and 17 June in the Main Conference Room (Rm. 1315), New State Department Building. The objectives of the symposium are to highlight the importance of recent research in the use of computers to define problems, discern important relationships in the data, and synthesize possible solutions or methods of attack; and to identify critical areas on which research should be focused. Attendance is open to all interested technical personnel.

SWAHILI

Syracuse University will offer intensive elementary and intermediate courses in Swahili this summer. Formal and informal instruction will take place in the Swahili Language House, the closest possible approximation to actual residence in an African country. This project is designed to provide a sound foundation in the language, increased ease of research, and reduced orientation time

for those assigned to sub-Saharan Africa. Residents are pledged to use only Swahili in their daily living. Competent native speakers will assist the director of the program, a former territorial examiner in Swahili under the government of Tanganyika.

NEW
APPROACH
TO
HARD
LANGUAGES

Americans have come to realize in recent years that competence in exotic languages is in critically short supply for the demands of the modern world. Because a serious obstacle to meeting this need is the lack of competent instructors, a new approach--independent study--is being tried at Kalamazoo College in Michigan.

Three teams of two students each are studying Japanese, Hindi-Urdu, and Mandarin Chinese respectively. Students spend 10 to 15 hours a week listening to tape recordings, studying textbooks that are coordinated with the tapes, and frequently checking with consultants who are native speakers of the language studied. (The consultants are foreign students at Kalamazoo and a neighboring college.) The aim of the program is to determine whether students can master a "critically neglected" language without constant guidance of a teacher in a classroom. The students are checked at the end of each 11-week term by a leading specialist in the language who will also determine the final grade they will receive. Plans call for similar programs in Portuguese, Swahili, and Turkish to begin next fall.

READING
IMPROVEMENT

The USDA Graduate School offers a reading improvement course several times a year. It is designed for adults with average or above-average reading ability and uses the latest techniques to develop the individual's maximum potential. Among the objectives are doubling or tripling initial reading speed while maintaining comprehension, improving purposefulness, flexibility, and selectivity, and building skill in reading critically. Each course consists of 30 hours of instruction, one hour each Monday, Wednesday, and Friday. Courses will begin at USDA on 10 June, 21 August, and 2 November.

TECHNICAL WRITING Rensselaer Polytechnic Institute will offer its annual Technical Writers Institute 15-19 June. Topics treated in lectures and lab work include editing, reporting, and technical writing in manuals and articles. Tuition is \$175.

ENGINEERING SUMMER CONFERENCES The College of Engineering of the University of Michigan has announced 31 intensive one- and two-week courses to enable scientists, engineers, and managers to keep themselves up to date in their own or allied specialties. Titles of the courses follow:

MAY

- Human Factors Engineering
- Lasers--Theory, Technology, and Applications
- Cryogenic Engineering
- Chemical Reactivity of Solid Surfaces
- Programmed Instruction for Engineers

JUNE

- Simulation of Mechanical Systems
- Elements of Nuclear Power Reactor Engineering
- Introduction to Digital Computer Engineering
- Digital Computers in Real Time
- Automata Theory
- Automatic Programming
- Numerical Analysis
- The Use of Computers in Metallurgical Engineering
- Flight Mechanics of Space and Re-entry Vehicles

JULY

- Physiological Systems Analysis for Engineers
- Instrumentation for Mechanical Analysis
- Numerical Methods and Computing Techniques in Chemical Engineering Practice
- Dynamic Response of Elastic Systems
- Fundamentals of Infrared Technology
- Advanced Infrared Technology
- Random Processes, Linear Systems and Radar
- High Altitude Science

AUGUST

- Applications of Computers to Automated Design

AUGUST (cont.)

Cellular Plastics--Theory, Properties, Applications,
and Economics

Written Communication for Engineers, Scientists and
Technical Writers

Foundations and Tools for Operations Research and
the Management Sciences

Production and Inventory Control

Recent Mathematical Developments in Operations
Research

Value Analysis and Engineering--Theory and Applica-
tions

Semiconductor Theory and Technology

Quality Control by Statistical Methods

HUMAN
RELATIONS

The American University, in cooperation with the public school systems and certain parochial and private schools of the Greater Washington area, will present its 15th annual Institute on Human Relations and Intergroup Understanding from 22 June to 10 July (three credit hours). The Institute's aim is to bring authoritative knowledge and techniques of psychology, anthropology, group dynamics, and leadership training to bear in a clear and common sense manner on typical important problems of the times.

COUNTRY
TEAM
SEMINARS

The Interdepartmental Country Team Seminar: Problems of Development and Internal Defense has been re-named: National Interdepartmental Seminar: Problems of Development and Internal Defense.

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Next 2 Page(s) In Document Exempt

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Writing Workshops part time, 27 hours

Basic

12 May-4 Jun

Intermediate (DDS)

12 May-4 Jun

Advanced (DDS GS-15s & above)

12 May-4 Jun

Correspondence

Register any time; use Form 73

(A pretest is required for Intermediate and Advanced Writing Workshops unless the previous level has been completed. Tests are given in Room 441 Bryhl on the last Monday of each month. Arrange for pretesting by calling extension 3322.)

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